

East Central Independent School District

Oak Crest Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Oak Crest Elementary School is a collaborative culture that customizes engaging and meaningful experiences for every student, every day.

Core Values:

Integrity

Community

Growth

Respect

Collaboration

High Expectations

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Comprehensive Needs Assessment

Revised/Approved: July 31, 2023

Engaged, Well Rounded Students

Engaged, Well Rounded Students Summary

Oak Crest Elementary school provides many opportunities for students' voices to be heard and valued. Yet, there is still a need to improve in this area. Survey data indicated: 45% of students feel that their voice and opinions are valued. Survey data is collected to determine the interests of the student population. Students give input on how the Tier 1 celebrations will be celebrated. In addition, students share their interests regarding after school clubs. Oak Crest Elementary had a total of 17 after school clubs which were led by teachers. Most clubs were geared towards students in grades 3-5. For the 2022-2023 school year, a STEM club was added and some students were able to attend a STEM field trip. The STEM clubs acted as career pathways exposing students to endless possibilities while motivating students at the same time. Example: One STEM club in was photojournalism. A group of students interviewed staff members and created a Stinger Tribune that was shared with staff members. In addition, there was an increase in after school clubs for students in Kindergarten. There is a need to increase clubs for students in grades K-2. It is common practice to see students present at School Board meetings, lead the morning announcements and facilitate various community events. For example: Veteran's Day program.

Engaged, Well Rounded Students Strengths

Strengths include:

- Oak Crest students planned and facilitated the Veteran's Day program
- Survey data is taken from students to determine possible clubs each year
- STEM clubs
- Students participate in diverse experiences (Example: Night at the Museum, Posada, etc)
- Teachers enjoy overseeing after school clubs
- OC Blue Bonnet club won 1st place during the 2022-2023 school year

Problem Statements Identifying Engaged, Well Rounded Students Needs

Problem Statement 1 (Prioritized): Oak Crest had 93.36% of attendance for the 22-23 school year. **Root Cause:** There is a lack of system in place to consistently and efficiently monitor attendance. No system in place to partner with stakeholders to educate them on the importance students attending school and how it impacts their education.

Student Safety & Well Being

Student Safety & Well Being Summary

Oak Crest Elementary has behavior supports and interventions for Tier 1, Tier 2 and Tier 3 students. Staff members are familiar with the expectation on implementing Tier 1 systems with fidelity. Overall, there was a decrease in bus referrals from prior year. There was a noted increase in office referrals with students receiving special education services. The most common day for a student to get an office referral is on Thursdays and Fridays. Even though there are support/interventions in place for Tier 2 and Tier 3 students, there is a need to revamp the Tier 2 process and ensure that monitoring is occurring so that it is being done with fidelity. In order to increase behavior supports for teachers and staff, there is a need to train teachers on providing interventions and dealing with escalated behaviors. Staff members engaged in being a Trauma informed school. Staff members completed 2 required modules to increase their knowledge in the area of Trauma Responsive practices. Survey data indicated that: 74% of students feel that they have a trusted adult that they can go to. 71% of students feel safe at school. All staff members are trained on the emergency operations plans. Drills are conducted monthly which include debriefs to the staff. Emergency folders are located in all classrooms as well as door magnets.

Student Safety & Well Being Strengths

Strengths include:

- Tier 1 fidelity to establish behavior systems
- Staff members are trained on the Tier 1 system
- Tier 1 team meets monthly to evaluate data and make adjustments
- CIS partnering with the Counselor to meet the emotional needs of the students
- Systems in place to refer students to CIS and Counseling services
- EC Cares committee established to support the varying needs of students

Problem Statements Identifying Student Safety & Well Being Needs

Problem Statement 1 (Prioritized): 56% of behavior referrals stem from students who are receiving special education services. **Root Cause:** OC has a systemic issue with an overall lack of understanding on how to solve behavioral challenges and meet the social/emotional needs of students and SPED students. OC lacks clearly defined systems, processes and professional learning regarding addressing the needs of the whole child.

Student Learning and Progress

Student Learning and Progress Summary

MAP Growth Data:

Students in 3rd-5th grade demonstrated 177% of growth in Reading and 119% of growth in Math surpassing the expected goal of 108%.

MAP Proficiency data for grades 3-5:

65% Approaches 35%Meets 11% Masters (Math)

55% Approaches 29% Meets 14% Masters(Reading)

Students in grades 3rd-5th are showing higher growth in Reading but the proficiency is still an area of concern.

Dibels data:

Kinder: 32% (BOY) to 48% (EOY) of students performing at Benchmark or Above Benchmark

1st grade: 19% (BOY) to 42% (EOY) of students performing at Benchmark or Above Benchmark

2nd grade: 25%(BOY) to 40% (EOY) of students performing at Benchmark or Above Benchmark

MTSS data:

42% of K-2 Tier 2 and 3 students demonstrated growth in the area of literacy.

42% of 3-5 Tier 2 and 3 students demonstrated growth in the area of literacy.

44% of K-5 Tier 2 and 3 students demonstrated growth in the area of literacy.

48% of K-5 Tier 2 and 3 students demonstrated growth in the area of Math.

MTSS data collected indicated teachers were doing MTSS with fidelity in 3 out of 4 quarters.

Interim, Quarterly Assessments,CFAs

There is a trend that students perform higher on K-2 Quarterly assessments than 3-5 grade Interim's and CFAs.

Student Learning and Progress Strengths

Strengths:

- Teachers participate in Move'em meetings, Data Talks and Grow meetings.
- K-2 teachers kept a phonics data tracker to help with monitoring student growth
- Teachers receive job embedded professional development
- Teachers receive coaching and feedback from key ILT members
- Quarterly planning days support the teachers with breaking down the TEK and planning out their upcoming units
- Istation was used to differentiate support for students and to track their data

Problem Statements Identifying Student Learning and Progress Needs

Problem Statement 1 (Prioritized): The Special Education population student achievement is 15%-20% lower than all students in the area of Math, Reading, Science and Social Studies. **Root Cause:** There was a lack of training provided to the special education staff on using the Tier 1 Curriculum which has hindered understanding of what resources will be used during instruction creating a deficit in meeting the students differentiated needs.

Problem Statement 2 (Prioritized): 58% of students are not reaching grade level standards/expectations in literacy (K-2) and 55% in Reading by the end of the year causing gaps or lack of progress with students in Tier 2 and Tier 3 (MAP). **Root Cause:** Oak Crest Elementary has utilized multiple Tier 1 instructional resources and curriculum which created a variability within instructional delivery aligned with the standards from grade level to grade level.

Problem Statement 3 (Prioritized): Based on MAP Math EOY data 65% of OC students are not meeting grade level expectations causing gaps in Tier 2 and Tier 3. **Root Cause:** Oak Crest Elementary has utilized multiple Tier 1 instructional resources and curriculum which created a variability within instructional delivery aligned with the standards from grade level to grade level.

Post-Secondary Readiness

Post-Secondary Readiness Summary

Oak Crest Elementary promotes College and Career readiness in several ways. Oak Crest Elementary is an AVID campus that sends teachers and administrators to the Summer Institute yearly. The staff wears College or Military shirts on Thursdays and has College Corners which exposes students to various Colleges/Universities. There is an AVID committee that determines the AVID goal for the year and provides training. For the 2022-2023 school year, the AVID goal was based on implementing Depth and Complexity Icons in all classes. Traditionally, Depth and Complexity Icons are implemented in GT classes. The goal was to increase the level of instructional rigor so that all students would experience academic growth. Data indicates that 48% of 5th grade students are ACT ready in the area of Reading and 42% of 5th grade students are ACT ready in the area of Math. Oak Crest Elementary has experienced a significant increase from the 2021-2022 to the 2022-2023 school year regarding the ACT ready data. In addition, students are provided both information and encouragement in regards to pursuing post-secondary education during career awareness guidance lessons and Career Day. Students engaged in financial literacy lessons through a partnership with Junior Achievement. There is a need to inform parents about post secondary readiness requirements so that they are provided clarity on how to help set their child up for success. Survey data indicated the following: 73% of students say that their teacher makes connections to the real world of what they are learning.

Post-Secondary Readiness Strengths

Strengths include:

- 26% of staff members have received AVID training.
- Oak Crest Elementary has an AVID team that meets monthly to ensure AVID goals are met.
- Career Day had 27 partners with varying jobs and skill-sets
- Several events/activities promoted Military awareness (Veteran's Day, Military Awareness month)
- Oak Crest Elementary applied for the Purple Star Recognition

Problem Statements Identifying Post-Secondary Readiness Needs

Problem Statement 1 (Prioritized): Based on MAP EOY CCMR data 44% of OC students are on track to meet CCMR. **Root Cause:** Lack of consistent training on implementing rigorous content and developing higher order thinking skills.

Quality/Commitment of Staff

Quality/Commitment of Staff Summary

Oak Crest Elementary school has systems in place to train and develop new and existing staff members. New teachers to education are provided with a mentor that meets with them several times throughout the school year. Capacity is built in mentors through professional development. Mentors are required to attend several training's which are in turn used to support their mentee's. New teachers get the opportunity to learn from their mentors through job embedded support such as observing their mentor engage in highly effective teaching practices. In addition, new teachers attend monthly meetings to review key topics that will set them up for success. New teachers survey data indicates that they feel supported by the mentors and the new teacher monthly meetings. Professional development is determined at the beginning of the year and in alignment with the campus needs. Oak Crest teachers and paraprofessional's are provided with professional development so that they are equipped with best instructional practices that will benefit students. Veteran teachers are the given the opportunity to build capacity in others by training the staff on topics that support the goals of the campus. As a result, these teachers grow in their leadership and presentation skills but overall it has a positive impact on instruction.

Quality/Commitment of Staff Strengths

Strengths include:

- Mentor/Mentee program
- Job embedded professional development aligned with the campus goals
- Core Value Shout Outs and Stinger Shout outs
- New teacher monthly meetings
- Veteran teachers led professional development as a retention strategy

Problem Statements Identifying Quality/Commitment of Staff Needs

Problem Statement 1 (Prioritized): The retention rate for the 22-23 school year is 87%. **Root Cause:** According to exit interviews, staff members felt the commute to work and the desire to change teaching assignments played a factor.

Problem Statement 2: 11% of our non-exempt staff will not be returning for the 23-24 school year. **Root Cause:** The majority of non-except staff commute and others left for opportunities for advancement.

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

Oak Crest Elementary school has worked hard to collaborate with all stakeholders and increase mutually beneficial partnerships every year. Oak Crest Elementary has hosted campus events that are in alignment with the Epstein Parental Involvement framework. Some events included: STEM night, Literacy Night, Posada, Parent Hive Huddle meetings, etc. The events vary to meet the following categories: Parenting, communicating, volunteering, learning at home, decision making, collaborating with the community. For the 2022-2023 school year, OC had the following events in each category: Parenting 0%, communicating 35%, volunteering 0%, learning at home 12%, decision making 18%, collaborating with the community 41%. There is a need to increase events associated with parenting and volunteering. Oak Crest Elementary has a total of 17 partnerships that connect to workforce needs (Career Day) and positively impact the students. Even though, partnerships have been established, there is a need to solicit feedback to ensure that the partnership is mutually beneficial.

Community Engagement & Partnerships Strengths

Strengths include:

- Strong and well established PTA
- Consistent parent communication through Class Dojo and PTA's Facebook page
- Kona Ice Partnership established during 2022-2023 school year to focus on Character Development
- CIS partnership has helped meet the need of the whole child
- Parent Hive Huddle meetings included SEL and Academic topics

Problem Statements Identifying Community Engagement & Partnerships Needs

Problem Statement 1 (Prioritized): 0% of our mutual partnerships have not been surveyed for feedback. **Root Cause:** There was not a system put in place to collect feedback from campus partners.

Fiscal & Operational System

Fiscal & Operational System Summary

Oak Crest Elementary school manages items purchased with Title 1 funds and IMA funds through a system called Follet. Staff members have been trained on utilizing Follet and adding barcodes. Oak Crest Elementary school works collaboratively to ensure that all money spent is in alignment with the campus goals and it based on the needs of the campus. Budget meetings are held monthly with key stakeholders to ensure that all purchases occur in a timely matter. In addition, the Title 1 budget and purchases are reviewed with key stakeholders through the SBDM meetings. There is a need to ensure that we spend 75% of the budget and to decrease lost items. 67% of the Local budget was spent during the 2022-2023 school year. 96% of the Title 1 curriculum items were accounted for. Regarding IMA funds, we paid a total of \$181.42 in lost items.

Fiscal & Operational System Strengths

Strengths include:

- Staff members are trained yearly on the importance of accounting for all curriculum items.
- The book room and AF room has been organized to assist with managing curriculum items efficiently.
- Curriculum items are checked out using the Follett system.
- Campus purchases are in alignment with campus goals and the Campus Needs Assessment.

Problem Statements Identifying Fiscal & Operational System Needs

Problem Statement 1 (Prioritized): 22-23 School year, IMA has 814 items unaccounted for and Title I has 2,942 items unaccounted for. **Root Cause:** Oak Crest Elementary school lacks systems to assist with monitoring unaccounted items.

Problem Statement 2 (Prioritized): Only 67% of 22-23 campus budget was spent. **Root Cause:** Not all of the line items on the campus budget support the campus needs.

Priority Problem Statements

Problem Statement 1: 56% of behavior referrals stem from students who are receiving special education services.

Root Cause 1: OC has a systemic issue with an overall lack of understanding on how to solve behavioral challenges and meet the social/emotional needs of students and SPED students. OC lacks clearly defined systems, processes and professional learning regarding addressing the needs of the whole child.

Problem Statement 1 Areas: Student Safety & Well Being

Problem Statement 2: The Special Education population student achievement is 15%-20% lower than all students in the area of Math, Reading, Science and Social Studies.

Root Cause 2: There was a lack of training provided to the special education staff on using the Tier 1 Curriculum which has hindered understanding of what resources will be used during instruction creating a deficit in meeting the students differentiated needs.

Problem Statement 2 Areas: Student Learning and Progress

Problem Statement 3: Based on MAP EOY CCMR data 44% of OC students are on track to meet CCMR.

Root Cause 3: Lack of consistent training on implementing rigorous content and developing higher order thinking skills.

Problem Statement 3 Areas: Post-Secondary Readiness

Problem Statement 4: The retention rate for the 22-23 school year is 87%.

Root Cause 4: According to exit interviews, staff members felt the commute to work and the desire to change teaching assignments played a factor.

Problem Statement 4 Areas: Quality/Commitment of Staff

Problem Statement 5: 58% of students are not reaching grade level standards/expectations in literacy (K-2) and 55% in Reading by the end of the year causing gaps or lack of progress with students in Tier 2 and Tier 3 (MAP).

Root Cause 5: Oak Crest Elementary has utilized multiple Tier 1 instructional resources and curriculum which created a variability within instructional delivery aligned with the standards from grade level to grade level.

Problem Statement 5 Areas: Student Learning and Progress

Problem Statement 6: Based on MAP Math EOY data 65% of OC students are not meeting grade level expectations causing gaps in Tier 2 and Tier 3.

Root Cause 6: Oak Crest Elementary has utilized multiple Tier 1 instructional resources and curriculum which created a variability within instructional delivery aligned with the standards from grade level to grade level.

Problem Statement 6 Areas: Student Learning and Progress

Problem Statement 7: 0% of our mutual partnerships have not been surveyed for feedback.

Root Cause 7: There was not a system put in place to collect feedback from campus partners.

Problem Statement 7 Areas: Community Engagement & Partnerships

Problem Statement 8: 22-23 School year, IMA has 814 items unaccounted for and Title I has 2,942 items unaccounted

Root Cause 8: Oak Crest Elementary school lacks systems to assist with monitoring unaccounted items.

Problem Statement 8 Areas: Fiscal & Operational System

Problem Statement 9: Only 67% of 22-23 campus budget was spent.

Root Cause 9: Not all of the line items on the campus budget support the campus needs.

Problem Statement 9 Areas: Fiscal & Operational System

Problem Statement 10: Oak Crest had 93.36% of attendance for the 22-23 school year.

Root Cause 10: There is a lack of system in place to consistently and efficiently monitor attendance. No system in place to partner with stakeholders to educate them on the importance students attending school and how it impacts their education.

Problem Statement 10 Areas: Engaged, Well Rounded Students

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 25, 2023

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track-Students engage in after school clubs and after school events.

Q2: On Track-Students engage in after school clubs and after school events.

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track





Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Major Change

Summative Evaluation: Q1: Adjustments Taking Place

Q2: Adjustments Taking Place

System Response 1 Details	Reviews			
<p>System Response 1: We will put systems in place to monitor attendance, provide incentives for meeting goals, provide interventions and communicate attendance related information to stakeholders.</p> <p>Evidence of Success: Oak Crest will reach 95.5% attendance rate for the 2023-2024 school year.</p> <p>Staff Responsible: Assistant Principal</p> <p>Problem Statements: Engaged, Well Rounded Students 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Create a system to monitor attendance in order to support the attendance goal.

- Date(s) / Timeframe:**
1. Establish an attendance system to include attendance interventions and incentives by August 2023.
 2. Promote "Battle of the Grades" to community, staff and students by August 2023.
 2. Communicate the attendance plan of action to all stakeholders by September 2023.
 3. Monthly: Review attendance data with Tier 1 team and refine attendance plan of action.
 4. January 2024; Add frequent attendance incentives.

Expected Outcome:

Q1:95.5% attendance rate monthly

Q2:95.5% attendance rate monthly

Q3:95.5% attendance rate monthly

Collaborating Departments: CIS, Counselor, Student Services

Staff Responsible: Assistant Principal

Key Question 3 Problem Statements:

Engaged, Well Rounded Students

Problem Statement 1: Oak Crest had 93.36% of attendance for the 22-23 school year. **Root Cause:** There is a lack of system in place to consistently and efficiently monitor attendance. No system in place to partner with stakeholders to educate them on the importance students attending school and how it impacts their education.

Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track (72% of 3rd-5th graders feel supported by adults at OC)

Q2: On Track (64% of 3rd-5th graders feel supported by adults at OC)

Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and re-actively, to crisis situations?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track- OC has been trained as a Trauma School. There is an established Trauma Team that provides support to the campus. Campus protocols and Texas School Procedures protocols are followed during crisis situations.

Q2: On Track- OC's trauma team meets monthly to discuss implementation strategies.

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track

Q2: On Track





Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Major Change

Summative Evaluation: Q1: Adjustments being made

Q2: Adjustments being made

System Response 1 Details	Reviews			
<p>System Response 1: We will put strategies in place to close the achievement gap that exists with students receiving Tier 2 and Tier3 services. In addition, targeted students will receive high quality interventions.</p> <p>Evidence of Success: 50% of students identified for Math or Reading Tier 2 or Tier 3 services services will close their achievement gap by increasing their scores from BOY to EOY by 3 percentile rank.</p> <p>Staff Responsible: Program Facilitator</p> <p>Problem Statements: Student Learning and Progress 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Train and implement interventions with fidelity to the MTSS system.

- Date(s) / Timeframe:**
1. Identify campus interventions (Istation,Estrellita,LLI,etc)and provide training by Sept. 22
 2. Train teachers on using Branching Minds to progress monitor students by Sept.22
 3. Create campus CCM tracker by Sept. 22
 4. Purchase Interventions Sept. 2023-May 2024
 5. MTSS Fidelity checks Sept. 2023-May 2024
 6. Schedule Academic and Behavior yearly meetings to target student's foundational needs by Sept. 2023-May 2024.
 7. Create a student MTSS tracker with District Data Specialist.
 8. Share MTSS Data with campus on Data Day.

Expected Outcome:

Q1:Oak Crest will implement academic and behavior MTSS systems with 80% fidelity.

Q2: Oak Crest teachers MTSS interventions will be in alignment with the intervention listed in Branching minds.

Q3:Monitor MTSS students during CCM meetings and provide feedback to teachers based on the need.

Collaborating Departments: PF, AF, Literacy Coaches, Principal, Assistant Principal

Staff Responsible: Program Facilitator

Strategy 2: Develop and train teachers on Tier 1,2 and 3 systems and support implementation.

- Date(s) / Timeframe:**
1. Admin will establish school wide routines and procedures by July 2023
 2. Staff training on classroom routines, procedures and Tier1,2,3 systems(Aug.2023-May 2024)
 3. Quarterly monitoring/fidelity checks (Quarterly)
 4. Create a plan to check Tier 2 and 3 fidelity (Aug. 2023)
 - 5.Tier 1/2/3 team meetings to review data (Monthly)
 6. Provide feedback to teachers on campus management trajectory plan by Sept.2023.

Expected Outcome:

- Q1:100% of staff will create a campus management trajectory plan and implement.
Q2: 100% of staff will implement campus management plan with fidelity.
Q3: Coaching will be provided to teachers based on the campus management trajectory.

Staff Responsible: AP

Key Question 1 Problem Statements:

Student Learning and Progress
<p>Problem Statement 1: The Special Education population student achievement is 15%-20% lower than all students in the area of Math,Reading,Science and Social Studies. Root Cause: There was a lack of training provided to the special education staff on using the Tier 1 Curriculum which has hindered understanding of what resources will be used during instruction creating a deficit in meeting the students differentiated needs.</p> <p>Problem Statement 2: 58% of students are not reaching grade level standards/expectations in literacy (K-2) and 55% in Reading by the end of the year causing gaps or lack of progress with students in Tier 2 and Tier 3 (MAP). Root Cause: Oak Crest Elementary has utilized multiple Tier 1 instructional resources and curriculum which created a variability within instructional delivery aligned with the standards from grade level to grade level.</p> <p>Problem Statement 3: Based on MAP Math EOY data 65% of OC students are not meeting grade level expectations causing gaps in Tier 2 and Tier 3. Root Cause: Oak Crest Elementary has utilized multiple Tier 1 instructional resources and curriculum which created a variability within instructional delivery aligned with the standards from grade level to grade level.</p>

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track





Q2: On Track

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Major Change

Summative Evaluation: Adjustments taking place

System Response 1 Details	Reviews			
<p>System Response 1: We will engage in rigorous learning utilizing high quality instruction and frequently progress monitoring and adjusting so that students perform on level.</p> <p>Evidence of Success: By July 2024, East Central ISD will earn a minimum of a "met standards rating C" with Oak Crest scoring at least 75% approaches, 45% meets, 20% masters on STAAR.</p> <p>Staff Responsible: Academic Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Engage in data meetings with a focus EB, GT, SPED, 504, Tier 2 and Tier 3 sub pops

- Date(s) / Timeframe:**
1. Clearly outline dates and times for Data Talks by Aug. 2023
 2. Train teachers on Data Talk protocols and creating a plan of action(Move'em meetings, Interim data meetings, CFA ,DFA data meetings) (Sept. 2023-May 2024)
 - 3.Engage in GROW meetings by Jan. 2024.
 4. Train and monitor teachers on creating DFAs and CFAs to monitor the progress of students (Sept. 2023-May 2024)
 - 5.Provide coaching and feedback to support teachers (Sept. 2023-May 2024)

Expected Outcomes:

- Q1: 100% of teachers that participate in Data Talks will create a plan of action to support students.
- Q2: 80% of teachers will show evidence of using small group time to reteach.
- Q3: 85% of teachers will show evidence of using small group time to reteach. Teachers will use resources that support skill development and provide a check for understanding.

Collaborating Departments: AF, PF, Principal, Assistant Principal, Literacy Coaches

Staff Responsible: Academic Facilitator

Strategy 2: Update, train, and implement high quality instructional materials and resources.

- Date(s) / Timeframe:**
1. Curriculum training for Eureka and Amplify by Aug. 2023
 2. Resource dive with Eureka and Amplify resources by Aug. 2023

3. Train and implement on the Unit and Lesson Internalization protocol for Eureka and Amplify(Sept. 2023-May 2024)
4. Train ,implement and align Depth of Knowledge practices to HQIM (Sept. 2023-May 2024)
5. ILT will create a "Look For" list of resources needed for Amplify and Eureka by Aug.2023

Expected Outcome:

Q1: 90% of campuses implement materials and resources with fidelity.

Q2: 90% of campuses implement materials and resources with fidelity.

Q3: 80% of teachers will be able to align Exit Tickets to the rigor of the TEK.

Collaborating Departments: CIA

Staff Responsible: Academic Facilitator, Principal, Assistant Principal

Strategy 3: SMARTER Process implemented and aligned to Quarterly and Weekly planning

Date(s) / Timeframe: 1. SMARTER PROCESS and CMP training /overview by Aug.2023

3. Clearly define the role of teachers and Co-Teachers during planning process by Aug. 2023

4. Establish pre work requirements with each team by Sept. 2023

5. SEL check ins and Weekly team reflection on implementation of HQIM Sept.2023- May 2024

6. P-scales ,DOK, HYS and Depth and Complexity Icons utilized during planning process Sept. 2023- May 2024

7. Teams will calibrate on the unit and lesson internalization process Sept. 2023-May 2024

Expected Outcomes:

Q1:100% of teachers will annotate the unit and lesson internalization process.

Q2: 50% of teachers will engage in lesson rehearsal during weekly planning.

Q3: 67% of teachers with engage in lesson rehearsals during weekly planning.

Staff Responsible: Academic Facilitator,Literacy Coaches

Strategy 4: Develop, and train teachers on AVID strategies (D&C ICONS) and implement system to monitor fidelity.

Date(s) / Timeframe: 1.AVID Site Team meets to discuss how AVID strategy will be tracked by the end of September 2023.

2.AVID strategy training Aug. 2023-May 2024

3. Quarterly fidelity checks on area of focus. Aug. 2023-May 2024

Expected Outcome:

Q1: 100% of teachers will post the Depth and Complexity icons in their classes.

Q2: 85% of teachers will show evidence of implementation of utilizing 2 of the Depth and Complexity Icons.

Q3:85% of teachers will show evidence of implementation of utilizing 3 of the Depth and Complexity Icons.

Staff Responsible: Assistant Principal

Strategy 5: Provide coaching to support delivery of Eureka and Amplify curriculum.

Date(s) / Timeframe: 1. Establish a protocol to determine fidelity to Amplify and Eureka instruction by Sep 2023.

2. Create a one pager indicating all instructional components of Amplify and Eureka by Aug. 2023
3. ILT members will provide coaching and feedback based on the fidelity and instructional delivery of Amplify and Eureka from Aug 2023-May 2024.
4. Ongoing job embedded professional development on Eureka and Amplify from Aug 2023-May 2024
5. ILT and staff will engage in the CARA cycle quarterly. Aug 2023-May 2024.

Expected Outcomes:

Q1: 80% of teachers will use Eureka and Amplify with fidelity.

Q2: 80% of teachers will use Eureka and Amplify with fidelity.

Q3: 90% of teachers will use Eureka and Amplify with fidelity.

Staff Responsible: Principal, AP, AF, Lit Coaches

Strategy 6: Develop, train, and support implementation of Specially Designed Instruction .

Date(s) / Timeframe: 1. Training and supports on SDI by Sept. 2023

2. Create a system to monitor implementation of SDI by Sept. 2023

3. Clearly define expectations regarding SDI embedded in weekly internalization process by Sept. 2023

4. SPED meetings held 1 time per month (training and developing on SDI) Aug. 2023-May 2024

Expected Outcomes:

Q1: 100% of SPED teachers will be trained SDI and the weekly internalization process.

Staff Responsible: Sped Facilitator

Strategy 7: Develop, train, and support implementation of K12 Summit for students who meet criteria.

Date(s) / Timeframe: 1. Provide access to teachers for student usage by the end of September 2023.

2. Monthly data report to ILT on student growth and usage to determine next steps.

Expected Outcomes:

100% of required EB students Summit data will be monitored.

Staff Responsible: Programs Facilitator

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track-Students participate in various student clubs after school.





Q2: On Track - After school tutoring for 3rd and 5th grade students. Running club has been added to the list of after school clubs.

Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: Adjustments Taking Place
Q2: Adjustments Taking Place

System Response 1 Details	Reviews			
<p>System Response 1: We will teach to the rigor of the standard to ensure that all students are college, career, and military ready, preparing them to choose their future.</p> <p>Evidence of Success: In order to reach 64% of students meeting one or more CCMR indicators by graduation, 50% of Oak Crest 5th-grade students will score college-ready on MAP's ACT Projection for 22+ on End of Year reading and math (currently MOY 22-23 45% with 48% reading and 42% math)</p> <p>Staff Responsible: AF/Literacy Coach</p> <p>Problem Statements: Post-Secondary Readiness 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: AF and Literacy Coaches will guide teachers to analyze the DOK of the standard(s) being taught during weekly planning and identifying that standard in the Amplify/Eureka lesson of the day.

- Date(s) / Timeframe:**
1. Share CCMR data with OC staff by Aug. 2023.
 2. Embed CCMR data in Data Meetings Aug. 2023- May 2024
 3. Promote CCMR environment and events Aug. 2023-May 2024
 4. Counselor will do guidance in connection to college goal setting and college requirements, CCMR topics (November 2023- May 2024)
 5. Aspiration surveys given to students(5th Grade) and data reviewed with students. Aug.2023-May 2024)

Expected Outcome:

- Q1: 100% of K-5 teachers will be trained on aligning DOK to the HQIM.
Q2: 90% of 5th grade students will receive guidance in connection to college goal setting and college requirements, and/or CCMR topics.

Collaborating Departments: AF/Literacy Coach/ ILT

Key Question 1 Problem Statements:

Post-Secondary Readiness

Problem Statement 1: Based on MAP EOY CCMR data 44% of OC students are on track to meet CCMR. **Root Cause:** Lack of consistent training on implementing rigorous content and developing higher order thinking skills.

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Minor Change

Summative Evaluation: Q1: On Track

Q1: On Track

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Maintain

Summative Evaluation: Q1: On Track

Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify the Profile of an EC Learning Leader?

Initial Status: Maintain

Summative Evaluation: Q1: On Track





Q2: On Track

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track
Q2: On Track

System Response 1 Details	Reviews			
<p>System Response 1: We will train,develop and retain high quality staff</p> <p>Evidence of Success: From Jul 3, 2023, 90% of the exempt staff and 85% nonexempt that was employed on Jun 3, 2024 will be retained with the intent of returning for the 24-25 school year.</p> <p>Staff Responsible: Principal</p> <p>Problem Statements: Quality/Commitment of Staff 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: We will train,develop and retain high quality staff

- Date(s) / Timeframe:**
1. Create rounding protocol and questions by Oct. 2023.
 2. Assign rounding caseloads by Aug. 2023
 3. Discuss rounding data during ILT/admin meetings and create an action plan Aug. 2023-May 2024
 4. Embed SEL during staff meetings and weekly planning Aug. 2023-May 2024
 5. Check-in's with mentor teachers/mentees Aug. 2023-May 2024

Collaborating Departments: Principal

Staff Responsible: Principal

Key Question 3 Problem Statements:

Quality/Commitment of Staff
<p>Problem Statement 1: The retention rate for the 22-23 school year is 87%. Root Cause: According to exit interviews, staff members felt the commute to work and the desire to change teaching assignments played a factor.</p>

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track-The goals and mission of the district have been shared with the OC staff.





Q2: On Track-The goals and mission of the district have been shared with the OC staff. (Post card)

Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track
Q2: On Track

System Response 1 Details	Reviews			
<p>System Response 1: We will focus on quality partnerships that will help us reach our goals and increase family engagement opportunities to meet the needs of the community.</p> <p>Evidence of Success: 100% of partnerships are identified as mutually beneficially by both EC and our partner.</p> <p>Staff Responsible: Academic Facilitator</p> <p>Problem Statements: Community Engagement & Partnerships 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Provide Family Engagement opportunities that align to the family engagement framework

- Date(s) / Timeframe:**
1. Utilize Family Engagement Framework and develop a yearly calendar events by Aug. 2023
 2. Solicit feedback from various stakeholders Aug.2023-Sep 2023
 3. Promote Family Engagement Events through social media, Class Dojo and website by Aug.2023 -Sep. 2023
 4. Partner with CIS and various stakeholders to design Family Engagement opportunities by Aug.2023-May 2024
 5. Survey Mutually Beneficial partnerships by May 2024

Expected Outcome:
Increase percentage under each category of the Family Engagement Framework

Staff Responsible: Academic Facilitator/ Assistant Principal

Key Question 1 Problem Statements:

Community Engagement & Partnerships
<p>Problem Statement 1: 0% of our mutual partnerships have not been surveyed for feedback. Root Cause: There was not a system put in place to collect feedback from campus partners.</p>

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Initial Status: Maintain

Summative Evaluation: Q1: On Track- Partnerships have had a positive impact on our students and families. Ex:clothes provided to students in need, McGruff presentation on drug awareness, Community partners for Trunk or Treat, Fire Department, etc.

Q2: On Track- Partnerships have been maintained from Semester 1.

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?

Initial Status: Maintain

Summative Evaluation: Q1: On Track





Q2: On Track

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track
Q2: On Track

System Response 1 Details	Reviews			
<p>System Response 1: We will align our needs assessments, goals, strategies, and budgets when creating the budget.</p> <p>Evidence of Success: 100% of allocations will be related to CIP and campus needs.</p> <p>Staff Responsible: Principal</p> <p>Problem Statements: Fiscal & Operational System 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Budget/Purchases will be aligned to the CIP high priority goals

- Date(s) / Timeframe:**
1. Site Base Meetings to discuss budget and campus purchases (September, November, February and May)
 2. Monthly budget meetings with key stakeholders Aug. 2023-May 2024
 3. Share budget allocations and designate timelines by September 2023.

Expected Outcomes:
100% of allocations will be related to CIP and campus needs.

Staff Responsible: Principal

Key Question 1 Problem Statements:

Fiscal & Operational System
<p>Problem Statement 2: Only 67% of 22-23 campus budget was spent. Root Cause: Not all of the line items on the campus budget support the campus needs.</p>





Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: Adjustments Taking place

Q2: Adjustments Taking place

System Response 1 Details	Reviews			
<p>System Response 1: We will put a system in place to manage and account for all IMA campus assets and inventory.</p> <p>Evidence of Success: "100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024</p> <p>Staff Responsible: Assistant Principal</p> <p>Problem Statements: Fiscal & Operational System 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Train teachers on the importance of accounting inventory, and create a plan for inventory checks throughout the school year.

- Date(s) / Timeframe:**
1. Teachers will sign off on BOY inventory items by Aug. 2023
 2. Train and communicate Inventory expectations by the end of Aug. 2023
 3. Create a plan for inventory spot checks by the end of Sept. 2023
 4. Inventory Check has been added to OC Calendar.
 5. Begin accounting for EOY inventory by the beginning of April 2024
 6. Finalize 100% of Inventory by May 2024

Expected Outcome:

Q2: 100% of MOY teachers will sign off on BOY inventory. A second Follett Inventory will be sent on November 27th. Teachers must return signed documentation by December 18th.

Q4: 100% of IMA inventory will be accounted for by June 15, 2024.

Collaborating Departments: CIA, Inventory Dept.

Staff Responsible: Assistant Principal

Strategy 2: Create manageable deadlines to account for a percentage of inventory items being checked in.

- Date(s) / Timeframe:** 1. Meet with Title I Specialist to discuss unaccounted for items that will be checked in by December 2023.
 2. Email staff a list of resources checked-out by September 2023. (Adjustments taking place)
 3. 25% of Title I resources will be account for by October 2023. (Adjustments taking place)
 4. 50% of Title I resources will be account for by December 2023.
 5. 75% of Title 1 resources will be accounted for by March 2023

Expected Outcomes:

25% of Title I resources will be accounted for by December 2023. Times have been set on AF Google Calendar for Title 1 accountability.
 100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024

Collaborating Departments: Federal Programs

Staff Responsible: Academic Facilitator

Strategy 3: Clarify, train, and implement system for verifying accuracy of student coding in ASCENDER.

- Date(s) / Timeframe:** 1. Clarify and train the new attendance clerk on all the different PEIMS coding by Sept. 2023
 2. Create spreadsheets with program facilitator and ILT to better track new students enrolling by Aug. 2023
 3. Program facilitator and attendance clerk will meet at least weekly to update spreadsheets for PEIMS Aug. 2023-May 2024
 4. Program facilitator and attendance clerk will update coding in the system at least bi- weekly for PEIMS Aug. 2023-May 2024
 5. Provide extra time weekly for the PEIMS clerk to engage in coding. Oct. 2023-May 2024.

Expected Outcomes:

100% of PEIMS coding will be reviewed, verified, and signed off on the six weeks verification reports.

Staff Responsible: Programs Facilitator

Key Question 2 Problem Statements:

Fiscal & Operational System
Problem Statement 1: 22-23 School year, IMA has 814 items unaccounted for and Title I has 2,942 items unaccounted Root Cause: Oak Crest Elementary school lacks systems to assist with monitoring unaccounted items.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Duran, A.	Bilingual Academic Facilitator	Title I	1
Farrell, A.	Title I Classroom Assistant	Title I	1